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AUTHOR Kaufman, Scott Paul; Hunter, Donna
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ABSTRACT

All individuals desiring employment as substitute teachers for the Oklahoma City Public Schools are required to attend a professional substitute teacher institute. Certified and noncertified applicants are eligible; retired teachers who have been employed within the previous 3 years are exempt. Curriculum and instruction for the institute, developed by certified staff development trainers, include such content topics as effective school research, expectations, research based effective instructional skills, positive classroom management, creative substituting skills, human relations, and continued professional growth. This handbook, designed for institute trainers, presents components of this training institute: objectives; expectations of the school district from substitute teachers; expectations of substitute teachers from the school district; a staff development rationale; the total substituting act--things that a substitute teacher needs to know in order to be successful; a checklist for planning an institute; an action plan stating commitment to the training of professional substitute teachers; facts about the Professional Substitute Teacher Institute; topics by the day for the institute; and a time allocation graph and an assessment graph. Two appendixes include "The ABC's of Substitute Teaching" and a "Substitute Survival Guide." (LL)

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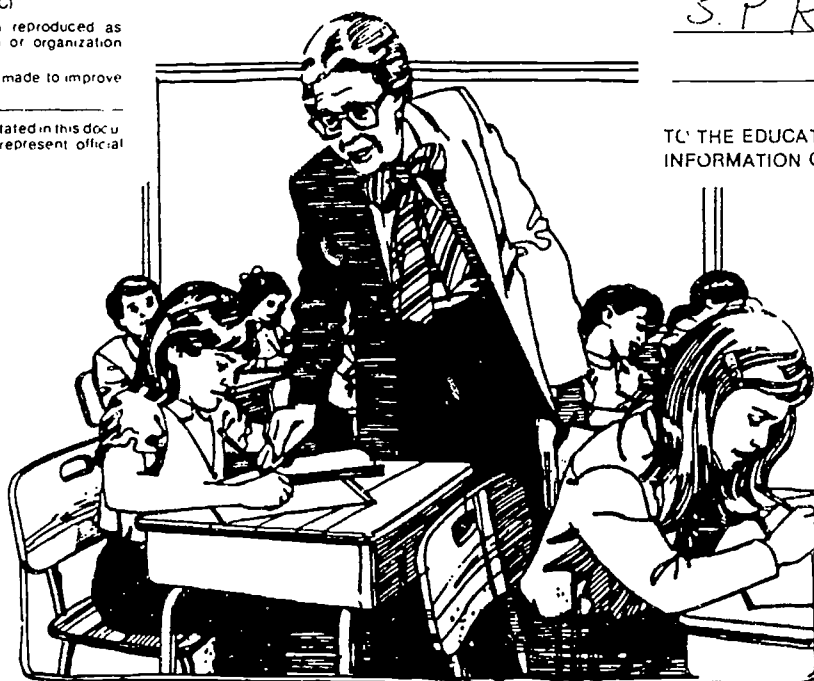
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A Professional Substitute Teacher Institute

*A Presentation by Scott Paul Kaufman & Donna Hunter
Certified Staff Development Trainers for the
Oklahoma City Public Schools*

NCSIE November 1991

Are Your Substitutes Prepared for a Successful Day ? Our's Are...

A Professional Substitute Teacher Institute

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Prepared and Presented by

Scott Paul Kaufman, Donna Hunter and Connie Garrett

Are Your Substitutes Prepared for a Successful Day ? Our's Are...

A Professional Substitute Teacher Institute

OBJECTIVES FOR THIS SESSION

Given materials and activities the participants will:

- * experience the preparation model for training substitute teachers, through a Professional Substitute Teacher Institute.
- * develop an action plan for implementing effective training of substitute teachers in their own districts.



*It's not
what you know
when you start.*

*It's what you
learn and put to
good use.*



EXPECTATIONS

In preparation for a Professional Substitute Teacher Institute

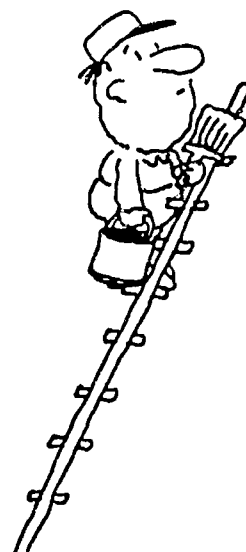
List what your district expects from substitute teachers.



EXPECTATIONS

In preparation for a Professional Substitute Teacher Institute

List what substitute teachers expect from your school district.



STAFF DEVELOPMENT RATIONALE

for training the Professional Substitute Teacher



*The goal of staff development is ____ (change) ____ for
the purpose of ____ (improvement) ____.*

Improvement is a ____ (necessity) ____, not an option.

*Improvement is defined in terms of ____ (learning) ____
by all staff members.*

*Substitute Teachers ____ (must be) ____ included in all
improvement efforts and staff development programs.*

"Perhaps the greatest idea that America has given
the world is the idea of education for all. The world
is entitled to know whether this means that everybody
can be educated or simply that everybody must go to
school."

Larry Lazotte

"The mission of the effective school is not teaching
and learning, but teaching for learning."

*Training that brings about
no change is as effective as
a parachute that opens
on the first bounce.*



THE TOTAL SUBSTITUTING ACT

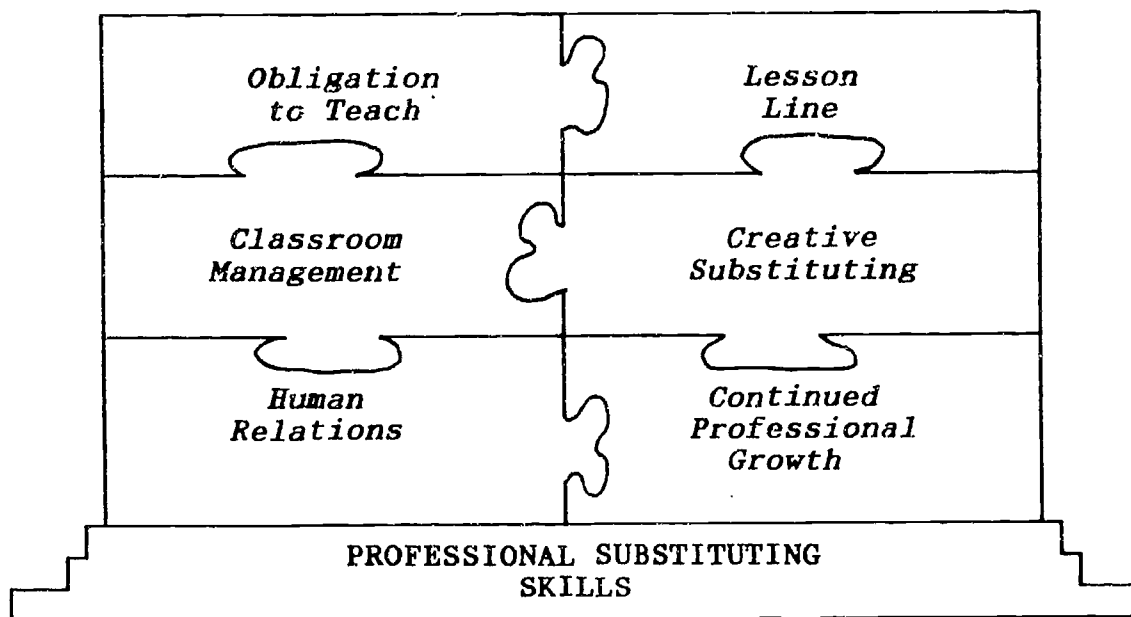
for the Professional Substitute Teacher

A large clipboard illustration with a metal clip at the top. Inside the clipboard frame is a large, empty rectangular box for writing. The text "Brainstorm a list of the things that a substitute teacher needs to know in order to be successful" is written at the top of this box.

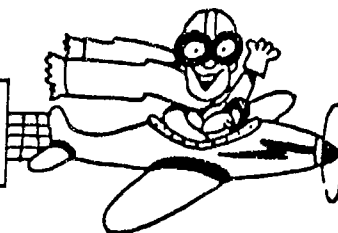
Brainstorm a list of the things that a substitute teacher needs to know in order to be successful

THE TOTAL SUBSTITUTING ACT

for the Professional Substitute Teacher



About the Total Substituting Act



Researchers have related student achievement to teaching behaviors and skills. The Professional Substitute Teacher is expected to be effective under the most difficult of circumstances. The Total Substituting Act, as shown above, has six interlocking parts. Each part connects or relates to each of the others much like a puzzle. If one piece of the puzzle is missing, the picture is not complete nor is the purpose clear. If one area is strong, it strengthens the others.

A CHECKLIST

for planning a Professional Substitute Teacher Institute



BEFORE

- Establish Professional Standards for Substitute Teachers.....** ☐
 - criteria for employment..... ☐
 - professional credentials..... ☐
 - continued professional growth..... ☐
- Provide incentives for participation in training sessions.....** ☐
 - preferred assignments..... ☐
 - monetary reward..... ☐
- Develop a concise set of program goals.....** ☐
 - based upon district expectations..... ☐
 - determine the amount of time needed to reach the goals..... ☐
- Secure the backing of administration and school board.....** ☐
 - present the Professional Standards for approval..... ☐
 - present the program goals for approval..... ☐
 - invite a top level district administrator (Superintendent) to visit during the sessions..... ☐
- Administer a needs assessment to your substitute teachers.....** ☐
- Utilize in district trainers or (master teachers)** ☐
 - individuals who know the territory ☐
 - to develop the instructional objectives and materials..... ☐
 - who will be available for follow-up activities..... ☐
- Develop the instructional objectives for each session.....** ☐
 - based upon the identified needs of substitutes..... ☐
 - based upon expected learner outcomes..... ☐
 - determine the amount of time needed to reach the objectives..... ☐
- Develop the instructional materials.....** ☐
 - with the participants in mind..... ☐
 - in line with your district's focus..... ☐
 - for adult learning styles..... ☐
 - with advanced organizers..... ☐
 - for active participation..... ☐
 - to tap the vast experiences of the participants..... ☐
 - to create a common instructional language..... ☐
 - to provide resources for the participants..... ☐
- Develop a pre and post assessment device.....** ☐
 - based upon instructional objectives and materials..... ☐
 - field test assessment with non education people..... ☐
- Schedule the sessions.....** ☐
 - as not to conflict with other district events..... ☐
 - as to provide the optimum amount of training time..... ☐
- Advertise the sessions.....** ☐
 - mail individual invitations..... ☐
 - flyers to buildings to be posted for all to see..... ☐
 - announcements to principals and teachers at district meetings..... ☐
 - in the community newspaper..... ☐

- Inservice all district teachers on how to prepare for substitute teachers.....* ☐
- teacher expectations when absent..... ☐
- substitute teacher needs to be successful in the classroom..... ☐
- Pre register participants to ensure attendance.....* ☐
- Confirm the registration (letter of invitation before the first session).....* ☐

DURING

- Provide a conducive atmosphere (adult furniture, climate controlled).....* ☐
- Provide refreshments (creature comforts).....* ☐
- Conduct the sessions.....* ☐
- utilize good instructional skills..... ☐
- set..... ☐
- teaching to the objective..... ☐
- monitor and adjust to learners..... ☐
- closure..... ☐
- start on time..... ☐
- team building activities..... ☐
- provide breaks..... ☐
- provide for feedback (address questions and concerns)..... ☐
- end on time..... ☐
- Evaluate each session with a formative evaluation.....* ☐

AFTER

- Report to the participants their post test scores.....* ☐
- Evaluate the program with a summative evaluation.....* ☐
- make adjustments if necessary..... ☐
- Distribute a completion certificate to recognize the successful participants publicly.....* ☐
- Publish a list of professional substitutes for all schools.....* ☐
- Monitor the Professional Substitutes classroom performance collect data* ☐
- building principals..... ☐
- classroom teachers..... ☐
- substitute teachers..... ☐
- students..... ☐
- Plan for additional specialized follow-up training for substitutes.....* ☐

An Action Plan:

**My commitment to the training of
Professional Substitute Teachers**

I will ...

X _____

Date _____



OKLAHOMA CITY PUBLIC SCHOOLS

FACTS about the Professional Substitute Teacher Institute

PARTICIPANTS

All individuals who desire to substitute for the Oklahoma City Public Schools, including both certified and non-certified applicants are eligible. Retired teachers who have been employed within the last three school years are exempt.

SCHEDULE

The initial Professional Substitute Teacher Institute is conducted each year during the week preceding preschool conference week. Subsequent institutes are conducted during the school year once enrollment reaches twenty participants.

DURATION

The institute consist of twenty-four (24) contact hours of training. Either four consecutive days preceding preschool conference or four consecutive Saturdays.

COST

Each participant is charged \$50 for attending the Professional Substitute Teacher Institute.

REQUIREMENTS

The participant must attend all sessions and pass a written test before issuing its certificate of completion and Professional Substitute Teacher status. In order to maintain this credential, all Professional Substitute teachers must acquire six (6) hours of additional staff development training annually.

BENEFITS

Once the participant has successfully completed the institute; they are granted professional status, receive preference when long-term assignments occur, and earn a higher per diem rate.

CURRICULUM and INSTRUCTION

The curriculum and instruction for the institute were developed by certified staff development trainers. The content topics include: effective school research, expectations, researched based effective instructional skills, positive classroom management, creative substituting skills, human relations and continued professional growth.

Day 1 (INTRODUCTION and EFFECTIVE SCHOOL RESEARCH)

- ** pre-assessment device**
- ** expectations (district, principal, teacher, and professional substitute teacher).**
- ** the Oklahoma City Public School District.**
- ** Oklahoma City Public School's correlates of effective schools.**
- ** effective school research**

Day 2 (EFFECTIVE INSTRUCTIONAL SKILLS)

- ** writing instructional objectives - task analysis.**
- ** lesson line - set (SIR), T₂O (DEARQ), closure (IS).**
- ** lesson planning**
- ** planning for suggested learner outcomes, mastery objectives, essential skills.**

Day 3 (POSITIVE CLASSROOM MANAGEMENT)

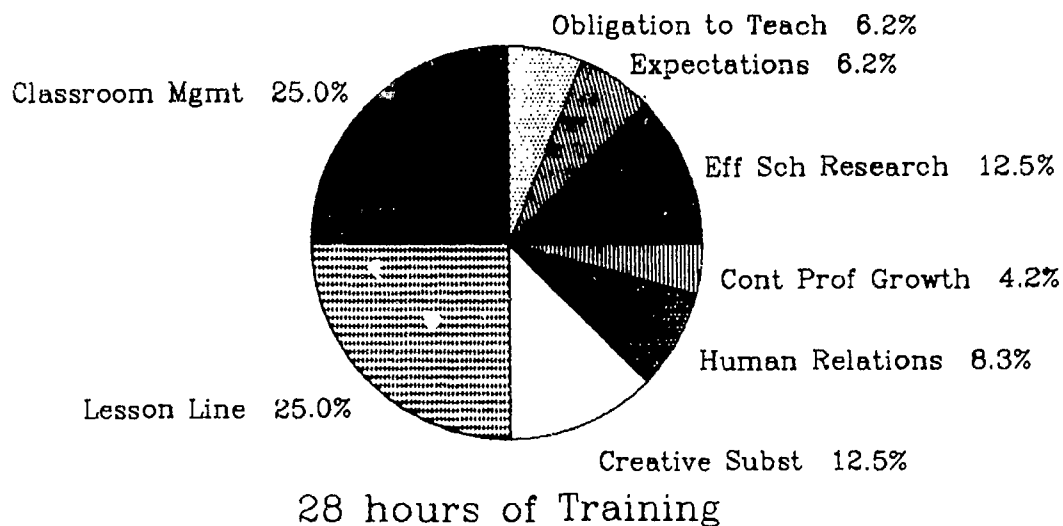
- ** learning styles awareness**
- ** positive classroom management**
- ** assertive discipline**
- ** behavioral characteristics**

Day 4 (CREATIVE SUBSTITUTING)

- ** survival materials**
- ** human relations skills**
- ** continued professional growth plan**
- ** post-assessment device**

Substitute Teacher Institute

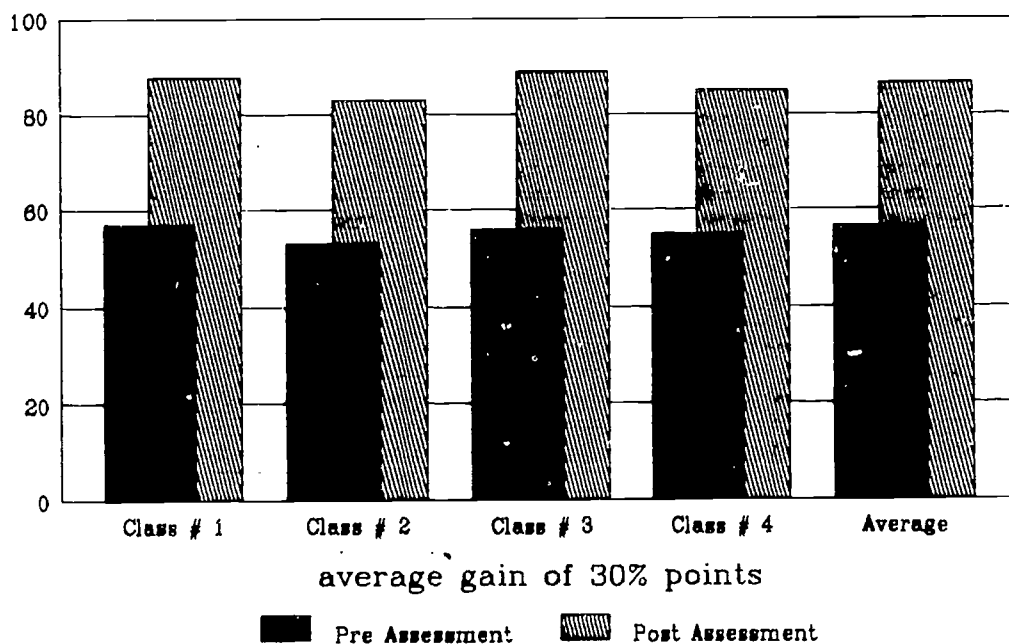
Time allocation by Topics



Oklahoma City Public Schools

Substitute Teacher Institute

Assessment



Oklahoma City Public Schools

The ABC's of Substitute Teaching

A is for "All Children can Learn" the instructional philosophy of the Oklahoma City Public Schools.

B is for the "Buddy" who will show you the ropes. Many schools have a Substitute Coordinator (a teacher or the secretary) who will be a helpful resource for the day.

C is for a "coffee cup". A good strong cup at lunch may make the afternoon sail by...Check the cafeteria, teachers' lounge, office and bring your own cup!

D is for "Discipline". Be consistent and communicate your expectations and consequences assertively.

E is for "Essential Skills" which are a common body of knowledge in Language Arts and Math for each grade level that must be mastered in order to move to the next grade.

F is for the "Fire Drill" that may occur at exactly 10:32. Look for and locate the exit plan for each room in which you work. The students will follow your lead exiting.

G is for "Guided Practice". The practice that begins immediately after the learning has been introduced and sufficiently understood by the student with the teacher monitoring.

H is for "Humor". A quick wit and the ability to laugh at something that is funny will help you stay ahead of your students. It's also a release of tension and can make the day go by easier.

I is for "Independent Practice". The practice that occurs after the learning is internalized and takes place without teacher supervision or monitoring.

J is for "jargon". Everything that you read and say these days is from the language Educationese, you know those multi-syllabic words!

K is for "Kinetic", which is an adjective to describe a class of students, who seem incapable of sitting still for a whole class period. Pull out your 'bag of tricks' to motivate time-on-task.

L is for the "Lesson Line", the road map designed to achieve the identified objective, using set, teaching to the objective and closure. An exciting trip each time you enter the Lesson Line.

M is for "Media Center". The 90's jargon for the Library. A resource storehouse of information and materials useful when plans are no where to be found....

N is for "Nintendo", which along with television is our chief competition for the minds and attention of the young these days.

O is for the "Office". The main center of confusion before, during and after school, but the place you want to locate in an emergency or just for information....

P is for the "Plan Book", that you may have to become Sherlock Holmes to locate. It would be to your advantage to develop a 'bag of tricks' (generic lesson plans) that can be used at any grade level.

Q is for "questioning techniques", to extend student thinking, such as; random calling, think-pair-share, wait time, follow-ups, with holding judgment, summarizing, surveying the class, student-calling, devils advocate, unpack thinking, student questioning and cueing.

R is for the "Restrooms". Knowing where they are just might save the day for you and your students.

S is for the "Seating Chart and Schedule", which you may find along with the plans, or you may need to develop your own quickly. It is helpful to know the students names.

T is for "Traveling Teachers" which is really what each Substitute teacher is on a daily basis. Teachers who stop along their journey to part with knowledge and wisdom with a new group of students each day...

U is for the "unexpected". Murphy's Law for Substitutes: If it is going to happen, it'll happen when the Substitute is in the room..."

V is for the undisclosed "value" that an effective Substitute possesses for the children of our district.

W is for the "weekend" when the phone won't ring to send you to Runumount Elementary School or Whatsup High School. Phew! Thank goodness for weekends...

X is for the "X-tra" class that you have to cover during your planning...or the x-tra duty that all of a sudden comes up!

Y is for "you". The essence of teaching is giving, but hold back a little for yourself so that you don't burnout by December. We need you all year long.

Z is for the "zest" with which you answer that late phone call on a rainy Monday morning, when an extra cup of coffee and the morning newspaper sound good. Thank you...

Created by Scott Kaufman
Teacher OKC 10 years and counting....

Substitute Survival Guide

1. If you are called in advance, try to be early to arrive to get the details of your assignment. This will give you time to press for help in the following:
 - a. Plans that are available
 - b. Location of Classroom; key arrangement
 - c. Class roll; seating chart
 - d. Lunch times; special assemblies or other functions
 - e. Review of discipline plan
 - f. Obtain referral forms for discipline
 - g. Know room location of team leader or department chair.
2. Place your name on the chalkboard when you go to the classroom. Locate room supplies, texts, and other materials necessary.
3. Have a task ready for the students to begin immediately. If none is assigned from the teacher, open your bag of tricks making certain it is related to the subject to be taught. Let the students think the teacher requested the assignment.
4. Make yourself acquainted with the other teachers near you. (They've already noticed your professional appearance!) Remember the teachers near you will spread the word on the good way you handle the assignment, and you will become very much in demand.
5. Class begins. While the students are beginning the assignment, check the roll, then do the other housekeeping duties, such as lunch count or money at the elementary level.
6. If there are morning intercom announcements, expect the students to pay attention. A remark, such as "I've noticed this morning that this is a very good school" will let the students know that you intend to keep it that way!
7. Begin the instruction with stating very clearly your expectations for the students. Keep it brief and to the point. Then...stay consistent, as you involve the students in learning experience.

8. In elementary you will be dealing with the same students for the greater part of the day. Your first minutes with them will make it a good one. In secondary your first hour students will spread the news that you are a "real" teacher, so by sixth hour it can be a breeze!
9. If something does go wrong, don't tolerate it. Seek the appropriate assistance, whether another teacher for curriculum help or an administrator for discipline.
10. Use your planning time to obtain additional resources or to get acquainted with the building and staff. Try to grade a set of papers to leave in the classroom, if at all possible.
11. As you interact with staff and students, try to be as positive as possible. This is especially important at times that you are replacing a favorite teacher who may have had an emergency and was unable to prepare for you as much as he/she would have under ordinary illness circumstances.
12. Drop by the office several times. You may wish to have a brief talk with the administrator or a secretary about concerns, or you may want to report that all is going well.
13. In unusual circumstances you may be asked to do additional covering of a class or another assignment. Please accept these in a willing manner knowing that there has been an emergency or the building is short of subs.
14. Take time at the close of the student day to leave the room in order, write a brief report to the teacher, leave papers marked by class, etc.
15. Follow the proper procedure for checkout in the office to make certain your payroll records are in order. Leave official class record books with the appropriate office personnel.
16. Ask if you may be needed the following day. Feel free to express your assignment preferences. Make certain that the administrator or designee has your home phone number for future calls.